

AN ANALYSIS OF CODE MIXING AND CODE SWITCHING USED BY MAUDY AYUNDA ON YOUTUBE CHANNEL

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Related Information

Received : 13 February 2025

Accepted : 15 March 2025

Published : 17 March 2025

Keywords

Code Mixing

Code Switching

Maudy Ayunda

YouTube

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APA Citation

Gunawan, Hero., et. al. (2025). An Analysis of Code Mixing and Code Switching Used by Maudy Ayunda on YouTube Channel. *Biantara: Journal of Language and Culture*, 1(2), 47-62

Abstract: This study analyzes the phenomenon of code mixing and code switching used by Maudy Ayunda in her YouTube content. The research focuses on understanding the linguistic patterns and factors influencing the alternating use of Indonesian and English in her communication. Using a qualitative approach, data were collected from two of her videos: "My Student Life at Oxford" and "My Stanford Graduation – What I Learned." The results of the study showed that the most dominant type of code mixing was insertion with 32 data, while the most frequently used type of code switching was intra-sentential code switching with 23 data. The main factor causing the use of code mixing and code switching was discussing a particular topic, which appeared 40 times. These findings indicate that Maudy Ayunda strategically uses bilingualism in her videos to clarify meaning, increase audience engagement, and adapt to the communication context.

INTRODUCTION

Language plays a vital role in communication, especially in bilingual and multilingual communities where speakers frequently switch between languages to convey meaning effectively (García & Wei, 2020). One common linguistic phenomenon in this context is code-mixing and code-switching. Code-switching refers to the practice of alternating between two or more languages in a conversation, sentence, or phrase, while code-mixing involves inserting words or phrases from one language into another while maintaining the grammatical structure of the base language (Muysken, 2020). This phenomenon is often found in digital content, including social media and video platforms such as YouTube, where content creators interact with diverse audiences (Lee, 2021).

In recent years, the study of code-mixing and code-switching in digital media has gained increasing attention due to its role in shaping bilingual communication patterns and identities (Duran, 2021). YouTube, as one of the most popular digital platforms, allows content creators to interact with both local and international audiences, thus enhancing bilingual communication strategies. One figure who often uses code mixing and code switching in her content is Maudy Ayunda, an actress, singer, and education advocate from Indonesia.

Ayunda Faza Maudya, better known as Maudy Ayunda (born December 19, 1994) is an actress, singer-songwriter, and has many talents. Maudy made her debut in the entertainment industry through the film "Untuk Rena" in 2005. After being famous as a

child actress, Maudy became increasingly known for her main roles in the films *Perahu Kertas* (2022), *Refrain* (2013), and *Habibie Ainun 3* (2019), which received praise from critics and loyal fans. In addition to her artistic talent, Maudy is also known for her strong academic background. She studied at Oxford University and graduated with a degree in Philosophy, Politics, and Economics (PPE), proving that her intellectual pursuits are as important as her efforts in the arts. Maudy's commitment to education and self-development is evident from her active involvement in various charitable activities, where she uses her platform to promote youth empowerment and social change.

Over the years, she has gained recognition not only for her artistic talent but also for her intellectual activities. In this digital age, Maudy utilizes various platforms, including her YouTube channel, to connect with her audience and share her insights on personal growth, creativity, and education. Her content is often characterized by the use of code mixing, seamlessly blending Indonesian and English. For Maudy, code mixing and code switching are not only a reflection of her background but also a way to make her message more relevant and accessible to a diverse audience.

Code mixing is defined as the use of two or more languages in one utterance or sentence without changing the context or topic of the conversation. Typically, the speaker inserts words or phrases from another language into the structure of the main language being used. Code mixing often occurs naturally in bilingual or multilingual communication, especially in environments where more than one language is used.

This code mixing phenomenon can be influenced by several factors. One of the causes is the environment and habits, where speakers are accustomed to using more than one language in everyday communication. In addition, code mixing occurs due to a lack of knowledge in the main language, so that speakers use other languages or terms to convey. Another factor is as a style or social identity, where code mixing is used as a form of self-expression or to blend in with a social group. Finally, reasons of practicality, because in some situations, using two languages simultaneously can facilitate communication.

According to Muysken (2000) he classifies code mixing into three main types, namely insertion, alteration, congruent lexicalization. Insertion is when lexical elements such as words or phrases from one language are inserted into the syntactic structure of another language without changing the main pattern of the language used. According to Muysken, insertion occurs because of gaps in vocabulary or because speakers feel more comfortable using terms from another language. Insertion often occurs in bilingual conversations as a way to adapt to a multilingual social environment. The second type is alternation, which occurs when two languages are used alternately in a sentence or discourse, so that both languages have a balanced role. Muysken explains that alternation is usually found in communities with high levels of bilingualism and occurs when speakers feel more comfortable using certain structures in one language and then switch to the other language. Alternation is more common among bilingual speakers who have almost equal language proficiency.

The third type is congruent lexicalization, which occurs when two languages share similar syntactic structures, so that words from both languages can be mixed flexibly in one sentence. Muysken (2000) states that congruent lexicalization is often found in communities that speak languages with many similarities in grammar or phonology. Congruent lexicalization is more often found in communities that have similar languages in terms of syntax and morphology, such as English and Dutch.

Meanwhile, code switching is a language change that occurs when someone switches between two or more languages in one conversation or discourse. This phenomenon is often found in everyday communication, especially among individuals

who master more than one language. This language switching can occur for various reasons, such as habit, comfort, or the need to adjust to the other person. Based on the theory put forward by Poplack (2004), there are three main types of code switching, namely inter-sentential code switching, intra-sentential code switching, and tag switching.

Inter-sentential code switching occurs when language switching is done between sentences. A person may speak one language in one sentence, then switch to another language in the next sentence. This language switching usually occurs in formal and informal contexts, especially when the speaker feels more comfortable conveying his or her ideas in a different language or when there are terms that are easier to understand in one language. This type shows a clear separation between the languages used and is often used to accommodate different audiences.

Intra-sentential code switching also occurs within a sentence or phrase, where there is an integration of the grammar of both languages. This switch can occur in the middle of a sentence without a clear pause, which shows the speaker's ability to master both languages flexibly. This type is often used in everyday conversation and in situations where the speaker wants to emphasize an idea in a more expressive way. In intra-sentential code switching, the grammar of the two languages used can blend together, showing a high level of fluency in bilingualism.

Tag switching is a simpler form of code switching, usually in the form of short insertions such as tags or small phrases in another language. This type is often used in communication to provide emphasis, express emotions, or create an impression of familiarity with the interlocutor. Tag switching is also commonly used in informal conversations, especially in bilingual communities who are accustomed to using more than one language simultaneously.

By understanding the various types of code switching, it can be seen that this phenomenon is not just a change of language, but also reflects a person's bilingual identity and the communication strategies used in various contexts. The language changes made in code switching can serve to clarify meaning, adapt to the audience, or simply demonstrate comfort in using more than one language. This shows that bilingualism is not just about the ability to speak two languages, but also how someone can use them effectively in various communication situations.

According to Hoffman (1991: 112) there are several reasons that make someone switch or mix their languages. These factors are talking about a particular topic, quoting someone else, being empathetic about something, interjection, repetition used for clarification, intention of clarifying the speech content for interlocutor and expressing group identity (Novedo, 2018). These factors highlight the interrelationships between language use, social context, and individual intentions, making them a rich area for analysis.

Maudy Ayunda is a leading singer and actress in Indonesia. He actively shares his experiences via his YouTube channel. One of the videos he uploaded, entitled "My Student Life at Oxford" and "My Stanford Graduation – What I Learned", explores his reflections on studying at Oxford University and the life lessons he learned after graduating from Stanford University. Through his communicative and relatable style, he conveys messages that can be accepted by his audience, especially students. His use of language, which often combines English and Indonesian, functions as a means of expression as well as a medium to connect with his audience.

Maudy shared stories about the challenges she faced, the lessons she learned, and the cultural differences she observed while at Stanford and Oxford. His ability to balance serious reflection with casual storytelling makes his videos attract the attention of many

people, especially Indonesian students who want to study abroad. Through his content, he not only inspires audiences but also provides practical insights on adapting to the international academic environment and embracing personal growth.

Based on the background above, the writer is interested in conducting a research entitled “An Analysis of Code Mixing and Code Switching Used by Maudy Ayunda in YouTube Channel”.

METHOD

This study uses a qualitative approach, specifically focusing on data analysis. The choice of qualitative methods is because the data collected is more in the form of words, phrases, and sentences, rather than numerical data. This study aims to describe the use of code-mixing in Maudy Ayunda's YouTube content, with a focus on the linguistic patterns of language switching between Indonesian and English. Given the descriptive nature of this study, this study follows a qualitative framework (Zahro, 2018). The data for this study were obtained by analyzing Maudy Ayunda's publicly available YouTube videos and social media posts for two years (2021-2023). The videos and posts were selected based on their relevance to her communication style and how often she uses code-mixing. A limitation of this study is that the available data only covers a limited sample of her content and does not cover all of her presence in the media.

3.1 Object of the Research

The object of this study is Maudy Ayunda's bilingual communication, specifically focusing on the use of code-mixing in videos uploaded on her YouTube channel and social media platforms. The analysis is not limited to a specific content genre but covers a variety of themes such as personal growth, education, advocacy, and entertainment. This study considers videos that feature Maudy interacting with her audience, discussing topics, or sharing personal experiences, as these videos are most likely to demonstrate the use of code-mixing.

3.2 Technique of Data Collection

To collect data for this study, I selected 2 videos from Maudy Ayunda's YouTube channel, focusing on videos that demonstrate clear and frequent use of Indonesian and English, namely (Maudy Ayunda's “My Student Life at Oxford”) and (My Stanford Graduation - What I Learned”). In addition, several Instagram posts and Twitter interactions were examined to complete the analysis of her YouTube content. The reason for choosing these platforms is their widespread use and Maudy's active engagement with her audience.

RESULTS AND DISCUSSION

The findings of this research show that there are 76 data of code mixing and code switching with the details below:

Table 1. Types of Code Mixing Used by Maudy Ayunda

| Type of code mixing | Frequency |
|--------------------------|-----------|
| Insertion | 32 |
| Alternation | 4 |
| Congruent Lexicalization | 2 |

Table 2. Types of Code Switching Used by Maudy Ayunda

| Type of code switching | Frequency |
|------------------------|-----------|
| Tag switching | 6 |
| Intra-sentential | 23 |
| Inter-sentential | 9 |

Table 3. Factors that Cause Code Mixing & Code Switching Used by Maudy Ayunda

| Factor | Frequency |
|--|-----------|
| Talking about a particular topic | 40 |
| Quoting someone else | 3 |
| Being empathetic about something | 16 |
| Interjection | 4 |
| Repetition used for clarification | 3 |
| Intention of clarifying the speech content for | 9 |

| | |
|---------------------------|---|
| interlocutor | |
| Expressing group identity | 1 |

Table 4. Detail Data Analysis

| NO | The Utterances | Code mixing | Code switching | Factor code mixing and code switching |
|----|---|--------------------------|------------------|---|
| 1 | Kalau dipikir-pikir it's amazing. | | Intra-sentential | Being emphatic about something |
| 2 | Orang orang dari berbagai bangsa berkumpul bersama dan mencari ilmu. Making history. | | Inter-sentential | Expressing group identity |
| 3 | Nah disini tuh enakanya kalau mau ngeprint.. | Congruent lexicalization | | Talking about particular topic |
| 4 | ..Itu memang provided sama uni-nya | Insertion | | Talking about particular topic |
| 5 | Disini pokoknya kalau kata aku semua serba karpet, I think that's the english way.. | | Inter-sentential | Intention of clarifying the speech content for Interlocutor |
| 6 | I don't know why tapi akhirnya kemana mana tuh serba agak agak you have this musty smell of like dust | Alternation | | Repetition used for clarification |
| 7 | I think , ada temen aku dua namanya irena sama clara | | Tag switching | Interjection |
| 8 | Habis ini kita kayaknya mau lunch bareng | Insertion | | Talking about particular topic |

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|----|---|-----------|------------------|---|
| 9 | Mereka juga habis lecture mereka masing-masing gitu, kita biasanya ketemuan di tengah-tengah | Insertion | | Talking about particular topic |
| 10 | Sekarang ini lagi menuju winter gitu | Insertion | | Talking about particular topic |
| 11 | So it's really kayak oxford lagi moody banget | | Intra-sentential | Repetition used for clarification |
| 12 | Kayak terus pake mitts | Insertion | | Talking about a particular topic |
| 13 | Karena or not your hands will freeze completely | | Inter-sentential | Intention of clarifying the speech content for Interlocutor |
| 14 | Yeah, you kind of have to like figure out ways to stay warm gitu sih | | Intra-sentential | Being emphatic about something |
| 15 | Apalagi tiba-tiba mataharinya keluar, see I told you very very unpredictable | | Tag Switching | Being emphatic about something |
| 16 | Ini market yang super lucu karena indoor dan banyak pernik-pernik yang dijual dimana-mana | Insertion | | Talking about a particular topic |
| 17 | Disini tuh banyak banget jual makanan manis-manis sih, jadi kayak dessert-dessert, ice cream.. | Insertion | | Talking about a particular topic |
| 18 | So, what's so cool about it adalah ini kayak di tengah-tengah kota oxfordnya | | Intra-sentential | Interjections |
| 19 | They have rainbow roses, isn't it super pretty, cantik | Insertion | | Being emphatic about |

| | | | | |
|----|---|--------------------------|------------------|----------------------------------|
| | banget deh | | | something |
| 20 | Kayak beli sekarang atau nanti weekend aja | Insertion | | Talking about a particular topic |
| 21 | Soalnya biasanya aku kalo masak weekend kan | Insertion | | Talking about a particular topic |
| 22 | Well kayaknya aku lagi banyak kerjaan sih, I'll do it in the weekend | | Intra-sentential | Talking about a particular topic |
| 23 | Kalau di tengah-tengah kelas atau di antara lecture aku suka kesini | Insertion | | Talking about a particular topic |
| 24 | Suka kekurangan sayur atau kekurangan fruit , jadi aku kadang kadang suka yang instant aja yang penting beli juice | Insertion | | Talking about a particular topic |
| 25 | Itu ada wortelnya, ada timunnya, ada gingers, celery, beetroot. | Insertion | | Talking about a particular topic |
| 26 | So , warnanya agak unik sih ya sebenarnya | | Tag Switching | Interjection |
| 27 | Sekarang aku mau grab a book dulu jadi, which way is it? That way | Alternation | | Talking about a particular topic |
| 28 | Suka tiba-tiba hujan padahal di weather forecastnya "no sign of rain" apparently | Congruent lexicalization | | Talking about a particular topic |
| 29 | Kita gak pake kunci tapi pake this weird pin magnetic thing | | Intra-sentential | Talking about a particular topic |
| 30 | Menurut aku lebih aman sih | Insertion | | Talking about a |

| | | | | |
|----|--|-----------|------------------|---|
| | buat kaya student house gini | | | particular topic |
| 31 | This is my home buat tahun terakhir aku | | Intra-sentential | Talking about a particular topic |
| 32 | Tahun pertama tuh aku tinggal di dorm jadi rame-rame seangkatan | Insertion | | Talking about a particular topic |
| 33 | Dan itu wow such an experience | | Tag Switching | Being emphatic about something |
| 34 | Terus ya sharing kaya kamar mandi, terus sharing toilets , dan lain-lain | Insertion | | Talking about a particular topic |
| 35 | Menarik banget lah, kita milih-milih rumah terus kaya ngobrol-ngobrol sama landlord nya itu juga sharing kamar mandi | Insertion | | Talking about a particular topic |
| 36 | And juga for once aku pengen punya kamar mandi sendiri | | Intra-sentential | Being emphatic about something |
| 37 | It's pretty cute I mean it's not big tapi kaya ada kitchennya | | Intra-sentential | Being emphatic about something |
| 38 | Ada kamar mandinya, tempat tidurnya juga lumayan spacious | Insertion | | Intention of clarifying the speech content for Interlocutor |
| 39 | Aku juga punya kaya studying corner yang aku lumayan suka | Insertion | | Talking about a particular topic |
| 40 | Dan storage nya itu muat folder-folder aku | Insertion | | Talking about a particular topic |

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|----|--|-----------|------------------|---|
| 41 | Jadi student housing banget | Insertion | | Talking about a particular topic |
| 42 | Dan semua yang tinggal di gedung ini juga students-students | Insertion | | Talking about a particular topic |
| 43 | Kalau kadang kadang ketemu terus ngobrol terus kaya " Hi, how are you.. " | | Inter-sentential | Quoting somebody else |
| 44 | Seru juga si kaya tuker tukeran pengalaman yang beda beda karena subject nya kan juga beda beda | Insertion | | Talking about particular topic |
| 45 | Sometimes when I feel lonely, I sing in my room bikin lagu atau skype an sama temen dan keluarga di jakarta | | Intra-sentential | Being emphatic about something |
| 46 | I would also sometimes reply my emails , pekerjaan, terus diskusi soal musik | | Intra-sentential | Talking about a particular topic |
| 47 | Gak terlalu hebat juga but it's still a life lesson | | Intra-sentential | Being emphatic about something |
| 48 | Terus disini harus selalu top-up laundry card dimanapun | Insertion | | Intention of clarifying the speech content for Interlocutor |
| 49 | Atau baju nya gimana-gimana, I sometimes like sit and read for 30 minutes | | Intra-sentential | Talking about a particular topic |
| 50 | Terus aku pindahin ke dryer baru aku naik | Insertion | | Talking about a particular topic |
| 51 | Hi, so aku sekarang mau ke | | Tag switching | Interjection |

| | | | | |
|----|--|-------------|------------------|-----------------------------------|
| | perpustakaan dulu | | | |
| 52 | Tapi, well that sort of how it works | | Inter-sentential | Repetition used for clarification |
| 53 | Jadi kalau di kasus aku sih aku seminggu tugas aku ada 2 essay, two thousand words | | Intra-sentential | Talking about a particular topic |
| 54 | Jadi ga mungkin setiap hari gak ada library time lah istilahnya | | Intra-sentential | Talking about a particular topic |
| 55 | Kalau di college aku ada yang buat lebih pagi lagi | Insertion | | Talking about a particular topic |
| 56 | Aku suka banget sama yang ini soalnya I don't know it's like in the middle of Oxford and very motivating | | Intra-sentential | Being emphatic about something |
| 57 | Siap-siap tidur. Yeah super tiring day today, super busy | | Tag Switching | Being emphatic about something |
| 58 | Dan kayaknya kalau udah di akhir akhir semester emang energy per week nya juga udah berkurang so it's just super kind of exhausting | Alternation | | Being emphatic about something |
| 59 | But yeah I'm gonna get back now , seneng banget aku bisa sharing seharian tadi | | Inter-sentential | Being emphatic about something |
| 60 | Aku belajar hiking dan membenamkan diri dalam dunia penuh aktivitas | Insertion | | Talking about a particular topic |
| 61 | Jadi salah satu yang aku suka banget disini adalah | Insertion | | Talking about a particular topic |

| | | | | |
|----|---|-----------|------------------|---|
| | banyaknya tempat outdoor | | | |
| 62 | Dan pokoknya aku bisa aktif new nature and just um you know is kind of my way of spending quality time with my self | | Intra-sentential | Intention of clarifying the speech content for Interlocutor |
| 63 | Dan salah satu goal aku dimasa covid atau apapun itu adalah aktif | Insertion | | Talking about a particular topic |
| 64 | Jadi aku berusaha setiap hari paling enggak ten thousand steps | | Intra-sentential | Talking about a particular topic |
| 65 | Seperti quote stanford "ubahlah kehidupan orang, ubahlah organisasi, dan ubahlah dunia" | Insertion | | Quoting somebody else |
| 66 | Kita belajar banyak tentang business class , jadi kaya finance, accounting, all the boring stuff | Insertion | | Talking about a particular topic |
| 67 | But we also learned about hal-hal simple communication | | Intra-sentential | Intention of clarifying speech content for Interlocutors |
| 68 | For the first time in my life, I think I'm so much more comfortable with giving and receiving feed back , mengkritik dan menerima kritik tuh aku udah ngerasa normal | | Intra-sentential | Being emphatic about something |
| 69 | Ada banyak banget di pendidikan yang tetap harus kita kembangkan untuk indonesia and I just think | | Inter-sentential | Talking about a particular topic |

| | | | | |
|----|---|-------------|------------------|--|
| | that education is where I want to make a difference | | | |
| 70 | Dan aku ngerasa I want to pursue academically | | Intra-sentential | Talking about a particular topic |
| 71 | Aku sadar, I just want to be happy and I wanna keep Being the reason of many smiles | | Inter-sentential | Being emphatic about something |
| 72 | So it's bitter-sweet, because a lot of ways I'm coming home but aku juga aku ngerasa kaya in a way kaya belum siap juga gitu leaving this place. So it's bitter-sweet feelings | Alternation | | Being emphatic about something |
| 73 | Sebenarnya yang paling tahu diri kita sendiri itu kan kita gitu and we should be protective over our own authenticity and who we are dan aku benar benar menyadari itu disini gitu | | Intra-sentential | Intention of clarifying speech content for Interlocutors |
| 74 | Bahwa pada saat aku datang ke sini what's more important is that we know ourselves best and if we really want something we should go for it | | Intra-sentential | Intention of clarifying speech content for Interlocutors |
| 75 | Ngapain sih perempuan pendidikan tinggi-tinggi kalau misal ujungnya nanti dirumah, I hear that all the time from people around me right? and I refuse to listen to it, I think that I know myself and I know what life I want to live and umm dan itu yang pengen aku sampein lah | | Inter-sentential | Quoting somebody else |

| | | | | |
|----|---|-----------|--|---|
| | pokonya | | | |
| 76 | Temen-temen juga harus you have to want to fight for yourself gitu | Insertion | | Intention of clarifying the speech content for Interlocutor |

Based on the data analysis, 76 code mixing and code switching cases were found in two of Maudy Ayunda's YouTube videos. These findings provide a clear picture of language use patterns and the reasons behind them.

Based on Table 1. The most frequently used type of *insertion* code mixing was 32 incidents. This shows that Maudy often inserts English words or phrases into Indonesian sentences. For example, in the sentence "*Kalau ditengah-tengah kelas atau di antara lecture aku suka kesini*," this *insertion* seems to be a practical choice to use a term that is considered more appropriate. Meanwhile, *alternation* types and *congruent lexicalization* only appear 4 and 2 times respectively, so that the use of full combinations between the two languages is less frequently seen.

Table 2. Shows that *intra-sentential* is the most frequently used type of code switching with a total of 23 incidents. This indicates that Maudy is able to combine Indonesian and English grammar flexibly in one sentence, as in the sentence, "*So, it's really kayak oxford lagi moody banget*." This type of *inter-sentential* switching was recorded 9 times, while *tag switching* only occurred 6 times. This pattern shows that code switching is often used as a form of emotional expression or to adjust the atmosphere of the conversation.

From Table 3. It is known that the main factors behind the use of code mixing and code switching are *talking about a particular topic* with 40 incidents and *Being emphatic about something* with 16 incidents. Maudy tends to use English to discuss academic concepts or global ideas, but still uses Indonesian to build emotional closeness with her audience. Apart from that, other reasons were also found, such as *intention of clarifying speech content for interlocutors*, *use of interjections*, *quoting somebody else*, and *repetition used for clarification* although the frequency was smaller.

CONCLUSION

This study concludes that the most dominant types of code mixing and code switching are insertion and intra-sentential code switching, with frequencies of 32 and 23 data, respectively. It is found that six factors cause code mixing and code switching used by Maudy Ayunda, with the dominant factor being talking about a particular topic, which appears 40 times. These findings indicate that Maudy Ayunda strategically uses bilingualism in her YouTube videos to facilitate effective communication, express her thoughts, and engage with a diverse audience. The study contributes to a broader understanding of bilingual communication in digital media and its implications for linguistic development in the modern era.

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